# **Communication (C)**

#### **Expectations for Teaching and Learning**

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.

Teachers should continue to address earlier standards as they apply to more complex text.

Students are expected to build upon and continue applying concepts learned previously.

#### Fundamentals of Communication

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

## **Meaning and Context (MC)**

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
1.1 Gather information from print	1.1 Gather information from print and	1.1 Gather information from print and	1.1 Gather information from print and
and multimedia sources to	multimedia sources to prepare for	multimedia sources to prepare for	multimedia sources to prepare for
prepare for discussions; draw	discussions; draw on evidence	discussions; draw on evidence	discussions; draw on evidence that
on evidence that supports the	that supports the topic, text, or	that supports the topic, text, or	supports the topic, text, or issue being
topic, text, or issue being	issue being discussed; and	issue being discussed; develop	discussed; develop logical
discussed; and develop logical	develop logical interpretations of	logical interpretations of new	interpretations of new findings; and
interpretations of new	new findings.	findings; and restate new	restate new interpretations.
findings.		interpretations.	
1.2 Initiate and participate	1.2 Initiate and participate effectively	1.2 Initiate and participate effectively	1.2 Initiate and participate effectively in a
effectively in a range of	in a range of collaborative	in a range of collaborative	range of collaborative discussions with
collaborative discussions with	discussions with diverse partners;	discussions with diverse partners;	diverse partners; build on the ideas of
diverse partners; build on the	build on the ideas of others and	build on the ideas of others and	others and express own ideas clearly
ideas of others and express	express own ideas clearly and	express own ideas clearly and	and persuasively.
own ideas clearly and	persuasively.	persuasively.	
persuasively.			
1.3 Develop, apply, and adjust	1.3 Develop, apply, and adjust	1.3 Develop, apply, and adjust	1.3 Develop, apply, and adjust reciprocal
reciprocal communication	reciprocal communication skills	reciprocal communication skills	communication skills and techniques
skills and techniques with	and techniques with other	and techniques with other students	with other students and adults.
other students and adults.	students and adults.	and adults.	
1.4 Engage in dialogue with peers	1.4 Engage in dialogue with peers and	1.4 Engage in dialogue with peers and	1.4 Engage in dialogue with peers and
and adults to explore meaning	adults to explore meaning and	adults to explore meaning and	adults to explore meaning and
and interaction of ideas,	interaction of ideas, concepts, and	interaction of ideas, concepts, and	interaction of ideas, concepts, and
concepts, and elements of text,	elements of text, reflecting,	elements of text, reflecting,	elements of text, reflecting,

reflecting, constructing, and articulating new understandings.	constructing, and articulating new understandings.	constructing, and articulating new understandings.	constructing, and articulating new understandings.
1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.	1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.	1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.	1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.
1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.	1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.	1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives using facts and details.	1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives using facts and details.

## Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

| 2.1 Present information and findings from |
|--------------------------------------|--------------------------------------|--------------------------------------|---|
| from multiple authoritative          | from multiple authoritative          | from multiple authoritative          | multiple authoritative sources; assess    |
| sources; assess the usefulness of    | sources; assess the usefulness of    | sources; assess the strengths and    | the strengths and limitations of each     |
| each source in answering the         | each source in answering the         | limitations of each source, citing   | source, citing supporting evidence        |
| research question, citing            | research question, citing            | supporting evidence clearly,         | clearly, concisely, and logically such    |
| supporting evidence clearly,         | supporting evidence clearly,         | concisely, and logically such that   | that listeners can follow the line of     |
| concisely, and logically such        | concisely, and logically such that   | listeners can follow the line of     | reasoning, and the organization,          |
| that listeners can follow the line   | listeners can follow the line of     | reasoning, and the organization,     | development, substance, and style are     |
| of reasoning, and the                | reasoning, and the organization,     | development, substance, and style    | appropriate to purpose, audience, and     |
| organization, development,           | development, substance, and          | are appropriate to purpose,          | task.                                     |
| substance, and style are             | style are appropriate to purpose,    | audience, and task.                  |   |
| appropriate to purpose,              | audience, and task.                  |                                      |   |
| audience, and task.                  |                                      |                                      |   |
| 2.2 Distinguish between credible     | 2.2 Distinguish between credible and | 2.2 Distinguish between credible and | 2.2 Distinguish between credible and non- |
| and non-credible sources of          | non-credible sources of              | non-credible sources of              | credible sources of information.          |
| information.                         | information.                         | information.                         |   |
| 2.3 Quote or paraphrase the data     | 2.3 Quote or paraphrase the data and | 2.3 Quote or paraphrase the data and | 2.3 Quote or paraphrase the data and      |
| and conclusions of others while      | conclusions of others while          | conclusions of others while          | conclusions of others while avoiding      |
| avoiding plagiarism and              | avoiding plagiarism and              | avoiding plagiarism and following    | plagiarism and following a standard       |
| following a standard format for      | following a standard format for      | a standard format for citation.      | format for citation.                      |
| citation.                            | citation.                            |                                      |   |
|                                      |                                      |                                      |   |
|                                      |                                      |                                      |   |
| 2.4 Adapt speech to a variety of     | 2.4 Adapt speech to a variety of     | 2.4 Adapt speech to a variety of     | 2.4 Adapt speech to a variety of contexts |
| contexts and tasks, using            | contexts and tasks, using            | contexts and tasks, using standard   | and tasks, using standard English when    |



standard English when	standard English when indicated	English when indicated or	indicated or appropriate.
indicated or appropriate.	or appropriate.	appropriate.	

# Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

3.1 Determine how context influences the mode of communication used by the presenter in a given situation.	3.1 Analyze how context influences the mode of communication used by the presenter in a given situation.	3.1 Analyze how context influences choice of communication, and employ the appropriate mode for presenting ideas in a given situation.	3.1 Analyze how context influences choice of communication, and employ the appropriate mode for presenting ideas in a given situation.
3.2 Create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	3.2 Create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	3.2 Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	3.2 Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

# **Language, Craft, and Structure (LCS)**

Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
4.1 Evaluate a speaker's point of	4.1 Evaluate a speaker's point of	4.1 Evaluate a speaker's point of view,	4.1 Evaluate a speaker's point of view,
view, reasoning, and use of	view, reasoning, and use of	reasoning, and use of evidence and	reasoning, and use of evidence and
evidence and rhetoric,	evidence and rhetoric, identifying	rhetoric, assessing the stance,	rhetoric, assessing the stance, premises,
identifying any fallacies in	any fallacies in reasoning or	premises, links among ideas, word	links among ideas, word choice, points
reasoning or exaggerated or	exaggerated or distorted	choice, points of emphasis, and	of emphasis, and tone used.
distorted evidence.	evidence.	tone used.	
4.2 Determine if the speaker	4.2 Determine if the speaker develops	4.2 Analyze the speaker's delivery of	4.2 Evaluate the speaker's delivery of
develops well-organized	well-organized messages that use	messages that present an apparent	messages that present an apparent and
messages that use logical,	logical, emotional, and ethical	and logical perspective on the	logical perspective on the subject and
emotional, and ethical appeals.	appeals.	subject and support the central idea	support the central idea with well-
		with well-chosen and well-	chosen and well-organized facts and
		organized facts and details.	details.
4.3 Analyze the speaker's use of	4.3 Analyze the speaker's use of	4.3 Evaluate the effectiveness of the	4.3 Evaluate the effectiveness of the
repetition, rhetorical questions,	repetition, rhetorical questions,	speaker's use of repetition,	speaker's use of repetition, rhetorical
and delivery style to convey	and delivery style to convey the	rhetorical questions, and delivery	questions, and delivery style to convey
the message and impact the	message and impact the audience.	style to convey the message and	the message and impact the audience.
audience.		impact the audience.	



Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.

5.1 Remain conscious of the audience	5.1 Remain conscious of the	5.1 Give extemporaneous and planned	5.1 Give extemporaneous and planned
and anticipate possible	audience and anticipate possible	presentations that are engaging and	presentations that are engaging and
misconceptions or objections.	misconceptions or objections.	well-crafted.	well-crafted.
5.2 Employ effective repetition,	5.2 Employ effective repetition,	5.2 Deliver messages that present an	5.2 Deliver messages that present an
rhetorical questions, and	rhetorical questions, and	apparent and logical perspective on	apparent and logical perspective on
delivery style to convey	delivery style to convey	the subject and support the central	the subject and support the central
message to impact the	message to impact the audience.	idea with well-chosen and well-	idea with well-chosen and well-
audience.		organized facts and details.	organized facts and details.
5.3 Develop messages that use	5.3 Develop messages that use	5.3 Develop messages that use logical,	5.3 Develop messages that use logical,
logical, emotional, and ethical	logical, emotional, and ethical	emotional, and ethical appeals.	emotional, and ethical appeals.
appeals.	appeals.		

